Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ World History (Honors)

**Letter to the World**

*“Why does it seem like Europeans gained control over other parts of the world? What, if anything, does this mean for our society today?”*

As mentioned, this is a question that a lot of scholars around the world ask themselves. The answers to these questions have implications for our society today, whether in terms of how people understand ‘power’, how people understand the dynamics between different cultures, races, ethnic groups, economic groups, and linguistic groups, or in terms of how people understand their own feelings towards different parts of and cultures around the world.

So, **write an open-letter to the world**. (I know, that’s a big audience, but humor your teacher, please.) In the letter, do a few things:

1. Answer the questions “Why does it seem like Europeans gained control over other parts of the world? What, if anything, does this mean for our society today?”
2. Reference and incorporate supporting evidence from our class readings, the class debates, and/or the Socratic Seminar.
3. Make your answer 500-700 words. *Do not exceed 700 words, please.*
4. Use MLA format. Check your work for proper grammar and mechanics.
5. Share your work with Ms. Barroso via Google Drive by 8am on Friday.
6. \*You may wish to use 1st person in your letter, and you may also wish to begin by saying “Dear World…” (or some other salutation).

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ World History (Honors)

**Letter to the World Rubric (20 points possible)**

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| --- | --- | --- | --- | --- |
|  | **6-5** | **4** | **3-2** | **1** |
| **Supporting Evidence** | Each paragraph is of high quality, and they offer sufficient and related support/explanation. | Most paragraphs are of high quality; they reference supporting evidence. | A few paragraphs are of high quality, but more supporting evidence is needed. | The paragraphs do not use supporting evidence. |
| **Analysis of the Content** |  | The letter consistently and effectively identifies connections among different pieces of supporting evidence, it raises thoughtful ideas, and it answers the questions. | The letter identifies connections among and within different pieces of supporting evidence | The letter presents supporting evidence, but it does not explain how it relates to the questions. |
| **Organization and Clarity of Ideas** |  | The writing is well-organized with good transitions and clarity of ideas. | The writing is fairly organized, although aim to clarify some parts of the letter/the overall ideas. | The paper is disorganized, missing, and more pre-writing would have been helpful. |
| **Answering the Questions** |  | The letter fully explains its answer to the questions. | There is an answer to the questions, but go deeper with it and/or more directly answer, prove, and/or explain it. | There is not a clear answer to the questions. |
| **Mechanics & Grammar** |  |  | There are minimal grammar, spelling, and punctuation errors. | 5 or more errors are present in grammar, spelling, and punctuation. |

**Additional Comments:**